

GREAT FALLS ELEMENTARY

301 Dearborn Street
Great Falls, South Carolina 29055

GRADES PK-4 Elementary School

ENROLLMENT 411 Students

PRINCIPAL Sue J. Cauthen 803-482-2214

SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122

BOARD CHAIR Mrs. Denise C. Lawson 803-581-6224

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	45	54	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	No

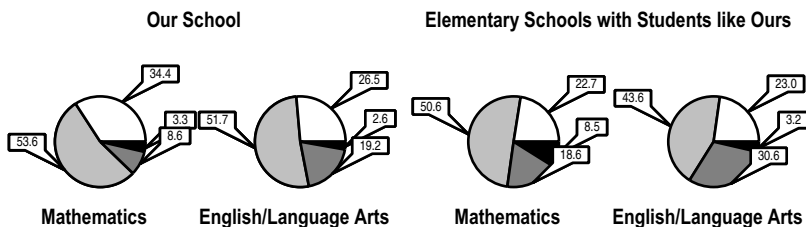
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

45.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	162	100.0	26.5	51.7	19.2	2.6	42.4	Yes	Yes
Gender									
Male	93	100.0	29.9	47.1	19.5	3.4	37.9		
Female	69	100.0	21.9	57.8	18.8	1.6	48.4		
Racial/Ethnic Group									
White	99	100.0	25.3	44.0	26.4	4.4	56.0	Yes	Yes
African-American	63	100.0	28.3	63.3	8.3	0.0	21.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	125	100.0	19.7	55.6	22.2	2.6	46.2		
Disabled	37	100.0	50.0	38.2	8.8	2.9	29.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	162	100.0	26.5	51.7	19.2	2.6	42.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	162	100.0	26.5	51.7	19.2	2.6	42.4		
Socio-Economic Status									
Subsidized meals	103	100.0	32.6	55.8	11.6	0.0	29.5	Yes	Yes
Full-pay meals	59	100.0	16.1	44.6	32.1	7.1	64.3		

Mathematics - State Performance Objective = 15.5%									
All Students	162	100.0	34.4	53.6	8.6	3.3	23.2	Yes	Yes
Gender									
Male	93	100.0	32.2	51.7	12.6	3.4	32.2		
Female	69	100.0	37.5	56.3	3.1	3.1	10.9		
Racial/Ethnic Group									
White	99	100.0	25.3	54.9	14.3	5.5	35.2	Yes	Yes
African-American	63	100.0	48.3	51.7	0.0	0.0	5.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	125	100.0	29.9	55.6	10.3	4.3	25.6		
Disabled	37	100.0	50.0	47.1	2.9	0.0	14.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	162	100.0	34.4	53.6	8.6	3.3	23.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	162	100.0	34.4	53.6	8.6	3.3	23.2		
Socio-Economic Status									
Subsidized meals	103	100.0	49.5	49.5	0.0	1.1	9.5	No	Yes
Full-pay meals	59	100.0	8.9	60.7	23.2	7.1	46.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	80	100.0	23.7	59.2	17.1	N/A	17.1
	Grade 4	79	100.0	34.7	52.0	13.3	N/A	13.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	94	100.0	29.3	45.7	20.7	4.3	25.0
	Grade 4	68	100.0	26.5	58.8	14.7	N/A	14.7
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	80	100.0	23.7	61.8	11.8	2.6	14.5
	Grade 4	79	100.0	21.3	57.3	13.3	8.0	21.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	94	100.0	38.0	53.3	5.4	3.3	8.7
	Grade 4	68	100.0	30.9	52.9	13.2	2.9	16.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 411)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	11.2%	Up from 0.2%	3.2%	2.7%
Attendance rate	94.6%	Down from 94.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.5%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%		3.8%	3.5%
Eligible for gifted and talented	6.0%	Up from 1.9%	12.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.9%	Up from 11.1%	9.5%	8.2%
Older than usual for grade	5.4%	Up from 3.3%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 0.9%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	71.9%	Up from 68.6%	48.6%	51.4%
Continuing contract teachers	90.6%	Up from 80.0%	87.5%	87.5%
Highly qualified teachers**	96.2%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	3.3%		0.0%	0.0%
Teachers returning from previous year	83.9%	Up from 81.1%	86.2%	86.7%
Teacher attendance rate	93.8%	Down from 94.9%	94.5%	94.9%
Average teacher salary	\$44,610	Up 13.0%	\$40,082	\$40,760
Prof. development days/teacher	9.6 days	Down from 11.3 days	13.0 days	12.4 days

School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 15.8 to 1	18.8 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 89.1%	89.4%	90.0%
Dollars spent per pupil*	\$6,757	Up 2.3%	\$5,818	\$6,044
Percent of expenditures for teacher salaries*	71.1%	No change	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Great Falls Elementary is for teachers, administrators, parents, and the community to join together in sharing the responsibility for providing challenging and successful opportunities for all students, enabling them to become lifelong learners and well-rounded productive citizens who treat others with dignity and respect.

Great Falls Elementary is a Title I school serving approximately 455 students in grades pre-kindergarten through fourth and is accredited by the Southern Association of Colleges and Schools. The ethnic composition of the school population is 61% Caucasian and 39% African-American. Seventy-seven (77) percent of our students qualify for free and/or reduced price meals.

The faculty and staff have worked diligently to build a strong community of learners and to research and implement programs that lead to student success. One focus has been to implement a language arts program addressing the unique needs of individual students through a 90 minute language-arts block for grades two through four. Students are grouped in differing ability groups and assessed for progress constantly with regrouping as needed each nine weeks.

Another area of emphasis during the 2003-04 school year was to research and adopt a character education program for the entire school. Through the cooperative efforts of the faculty and staff, a character education program that has been recognized by the National Schools of Character has been adopted. The program, Heartwood, teaches core character education traits through the use of good literature. The pre-K through fourth grade program teaches the attributes of courage, loyalty, justice, respect, hope, honesty, and love.

Current school goals include aligning the science and social studies curriculum to the South Carolina Standards and using data to guide instruction.

We are striving to make connections between the community and school by providing monthly parent workshops, frequent conferences, and compacts with parents and students which emphasize that learning is a cooperative venture, and by encouraging parents to take an active role in their child's education. To assist us in meeting the challenge of having all children entering school ready to meet academic expectations, we will continue to offer parenting programs for parents of children ages birth to four, pre-kindergarten classes, parent workshops, and a parent resource lending library.

We currently have many programs and services that we believe will have a positive impact on student achievement. Great Falls Elementary is a Chester County First Steps partner. First Steps provides many resources and classroom materials for our pre-kindergarten program. Catawba Mental Health provides an on-site counselor and DHEC provides an on-site social worker; these services are available to students and their families. The J. Marion Sims Foundation provides funding for our parenting program and for the HEARTS program, an adult education program in which parents can earn a diploma, GED, or refresh their skills for employment. Programs for students include Junior Achievement, Communities in Schools for third and fourth grade students, before- and after-school tutoring for students who score Below Basic on PACT, Compass computer lab for all students in grades 1 through 4, Accelerated Reader, and a weekly program for academically gifted students.

Sue J. Cauthen, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	50	36
Percent satisfied with learning environment	96.9%	82.0%	85.7%
Percent satisfied with social and physical environment	93.8%	79.6%	77.8%
Percent satisfied with home-school relations	71.9%	87.8%	68.6%

*Only students at the highest elementary school grade level at this school and their parents were included.